
THE TEACHERS' COMPETENCIES IN DEALING BULLYING CASES AT DON CARLOS CENTRAL ELEMENTARY SCHOOL

***Coleen J. Divinagracia**

Valencia Colleges (Bukidnon), Inc. Hagkol, Valencia City, Bukidnon Philippines.

Article Received: 02 March 2026

*Corresponding Author: Coleen J. Divinagracia

Article Revised: 20 March 2026

Valencia Colleges (Bukidnon), Inc. Hagkol, Valencia City, Bukidnon Philippines.

Published on: 10 April 2026

DOI: <https://doi-doi.org/101555/ijrpa.9844>

ABSTRACT

This study examined the Teacher's Profile and Their Competencies on Dealing Bullying Cases to the teachers of Don Carlos Central Elementary School, 2023- 2024. A total of 82 teachers from kindergarten to Grade 6 including Special Education and Alternative Learning System teachers. The descriptive correlational method of research was utilized in treating the data to answer the specific problems. The data gathered the scores of teacher's profiles in terms of gender, age, highest educational attainment, teaching position, and length of service. The study also measured the teachers' competencies in terms of Knowledge-Based Competencies and Questions; Skill-Based Competencies and Questions; Skills to Assess and Respond to Bullying; Skills to Support the Victim; and Skills to Seek Additional Help. Furthermore, it assessed the significant differences in the teachers' competencies in dealing with bullying cases when grouped according to profile.

The study found that the majority of the respondents were female. The biggest group in terms of age was those who belong to the age bracket 36-40. In addition, most of the group has units in master's degree and typically rendered 11- 15 years in the service. The teachers' competence is equally described as "Very High" in the context of, Knowledge-Based Competencies and Questions; Skill-Based Competencies and Questions; Skills to Assess and Respond to Bullying; Skills to Support the Victim; and Skills to Seek Additional. Generally, there was no significant difference in the teachers' competence when grouped according to teachers' profiles. Therefore, the null hypothesis that stated there is no significant difference in the teachers' competence in dealing with bullying when grouped according to teachers' profiles is accepted.

This study recommends that teachers need to pursue post graduate studies and attend seminar workshops to widen their understanding, improve their competence in responding to bullying cases in the classroom or the school campus, improve the teachers' actualization in assessing the victim and the bully, and integrate to other learning areas the socialization skills of the learners that may eliminate bullying. Parents need to act not only as a protective factor but as a resource to offer initiatives to help prevent bullying. Principals and school administrators should support teachers in implementing strategies that can ensure secure protection for learners and create a caring atmosphere at school.

KEYWORDS: Teacher's Profile, Dealing, Bullying.

INTRODUCTION

Bullying has become rampant in many sorts. It is like a virus that continually spreading and is destroying one's personality and killing the total development of school children. It is a problem more than one can think.

Flores, J.B. et al (2018) define bullying as a phenomenon that has serious psychological consequences for victims; these include low psychological well-being, poor social adjustment, psychological distress and greater risk of developing anxiety and/ or depression.

The researcher's ultimate goal is to evaluate the teacher's capability in responding the victims of bullying and helping/assist the bully for the benefit of everybody in school. This action may lead to the creation of a program and activity to stop bullying incidents. It is hoped that this study would help the school, teachers and future educators to be mindful and deliberate practices on handling bullying issues within the school and even in the community.

Conceptual Framework

The study is anchored on the series of Department of Education (DepEd) Statement on prevention of bullying in public and private schools. The Department of Education (DepEd) reminds all public and private Kindergarten, elementary, and secondary schools of the necessity and importance of adopting and enforcing anti-bullying policies in their respective institutions.

DepEd Order No. 40, series 2012, or the "DepEd Child Protection Policy," institutionalized zero tolerance against any form of violence against the child and provided for the establishment of a Child Protection Committee (CPC) in all public and private schools.

DepEd Order No. 55, series 2013 (DO 55 s. 2013), or the “Implementing Rules and Regulations (IRR) of Republic Act No. 10627 (R.A. 10627) Otherwise Known as the Anti-Bullying Act of 2013,” on the other hand requires all public and private schools to submit a copy of their child protection or anti-bullying policy to the Division of Bukidnon. The same shall be submitted to the Regional Director in addition to the requirements for an application for permit to operate and/or recognition as prescribed by the existing rules of the department.

Rule IV of DepEd Order No. 55 s. 2013 underscores that the bullying prevention program in schools shall be comprehensive and multifaceted, and shall involve all education stakeholders and personnel. Schools shall develop intervention strategies like counseling, life skills training, education and other activities that will enhance the psychological, emotional and psychosocial well-being of victims, bullies, and other parties who may be affected by the bullying incident.

The Department also encourages learners who experience or witness bullying, abuse, or retaliation to speak up and report verified incidents to their peers, parents, teachers, and the appropriate authorities for proper intervention. Any information relating to the identity and personal circumstances of the bully/ies, the victim/s, or the witness/es shall be treated with utmost confidentiality by the CPC and the school personnel.

Republic Act 10627, The Anti-Bullying Act of 2013 which requires all elementary and secondary schools to adopt policies to prevent and address the acts of bullying in the schools. Other than implementing an anti-bullying policy at the school level, the school officials are mandated to establish clear procedures and strategies in addressing bullying, set-up mechanisms to address bullying, reporting of cases of bullying, as well as provision on giving sanctions for those who will not comply.

The independent variables in this study contain the profile of the teachers in terms of age, gender, highest educational attainment, teaching position and number of years in service since each characteristic mentioned independent and unique to each other. The different policies and memorandum provided by Department of Education also played in the independent variables since it stands as guidelines and rules to follow. These two variables will be measured and compared, that may or may not affect dependent variables.

The dependent variable of this study are the responses that measure the competence of

teachers in responding and assisting the victims and the bully.

Independent Variables

Dependent Variables

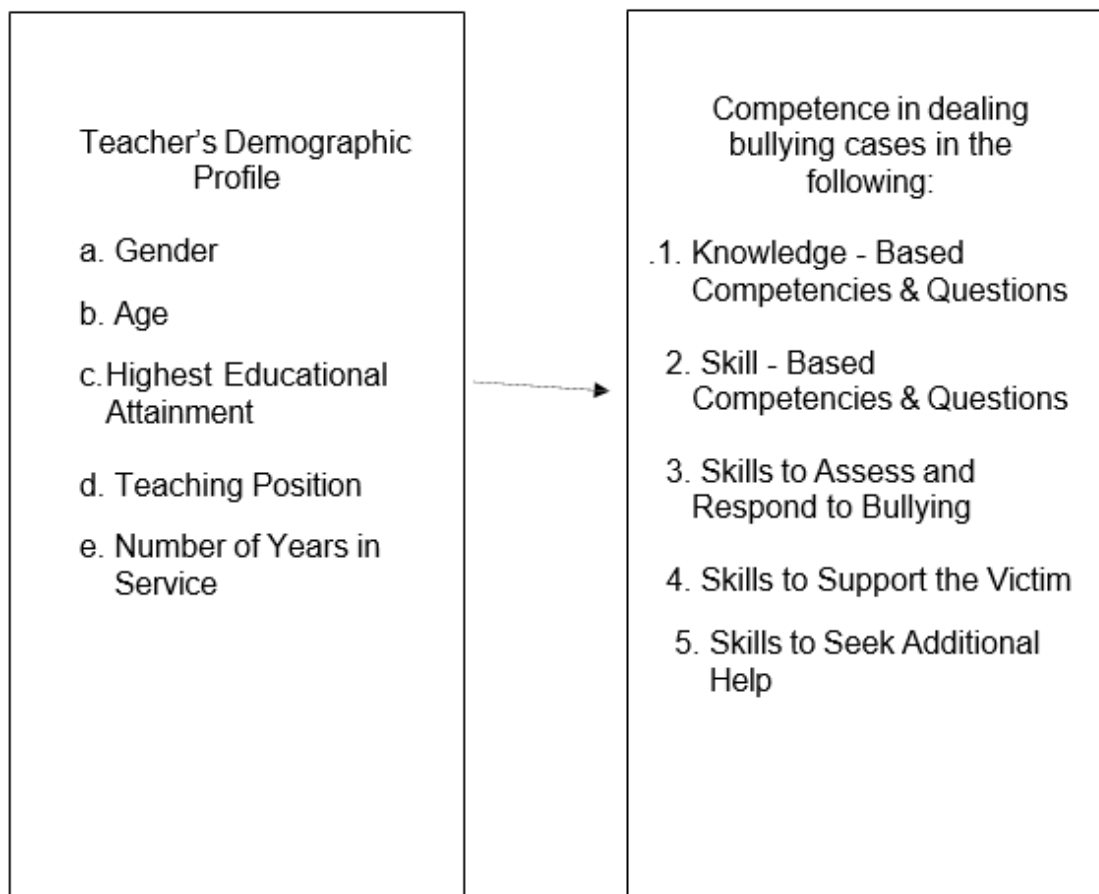


Figure 1. Schematic Diagram Showing the Interplay of the Variables.

Scope and Limitation

This study is limited only on the teachers' profile and their competencies in dealing bullying cases in Don Carlos Central Elementary School, Don Carlos I District, Division of Bukidnon during the school year, 2023-20234. The methodology is limited on the use of Descriptive-Correlational method, with instruments limited on survey-questionnaires. Likewise, the limitations of the study include the need to identify the profile of the respondents in the context of gender, age, highest educational attainment, teaching position and length of service.

For the purpose of this study, some terms used are theoretically and operationally defined for clarity and better understanding.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated

verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Teacher's competence refers to the combination of knowledge, skills, attitudes, values, and personal characteristics, enabling the teacher to act professionally and appropriately in a situation.

Highest level of education refers to the individual has completed. This is distinct from the level of schooling that an individual is attending.

Teaching position means those duties and responsibilities which classroom or other instruction or the supervision or direction of classroom or other instruction; or (ii) any activity (other than teaching) which requires academic credits in educational theory and practice equal to the academic credits in educational theory and practice required for a bachelor's degree in education from an accredited institution of higher education; or (iii) any activity in or related to the field of education notwithstanding that academic credits in educational theory and practice are not a formal requirement for the conduct of such activity.

Length of service is the number of years an employee has been employed at the company or institution where he or she works.

Review of Related Literature

On Teacher's Profile

The study of Tašner, V. et al (2017) on Gender in the Teaching Profession, conforms that confirmed the known fact that mainly women decide to enter the teacher profession, a pattern that is present in certain other professions in the field of arts, the humanities, services, healthcare and administrative sciences. This was reflected by the fact that there were no men in the Primary Education group.

Studies have shown that teachers' variables such as age and teaching experiences has a certain impact on teacher effectiveness. Zafer and Aslihan (2012) found older teachers of age 41 years old and above are more effective in teaching and good in classroom management skills than younger teachers in high school. This view is supported by Aloka and Bojuwoye (2013) who found that younger teachers often end up making riskier decisions, did not analyze the context carefully when dealing with student's disciplinary problems due to the lacked of experience and immaturity compared to the older teachers. The finding is not much different from the later study of Nyagah and Gathumbi (2017) in their cross-sectional survey

in Kenya who found that older teachers were more likely to increase students' learning compared to their middle age and younger teachers.

Shah S.R et al (2018), stated that age is an asset, because as the age advanced the teacher becomes experienced and he knows where to tap the potential of the students and how to make him understand his worth. Some feel that the teachers enthusiasm deteriorated as the age advanced which may be due to the boredom of teaching same content over several years and added responsibilities on academic, administrative and research aspects. Furthermore, their study found out that, students are little biased to female teachers, which may be related to variety of factors like empathic listening, better understanding and view of concern shown by them.

The performance of teachers is dependent on the highest educational attainment and scholastic rating the teachers obtained. In addition, it also influences the performance of the students. Abarro,J (2018).

Miranda, P (2020) the focus on graduate teacher education is needed because of the need to capacitate teachers to meet the demands of the K to 12 curriculum which makes it imperative for teachers to develop competencies that are more advanced than what is being developed in undergraduate programs.

According to Francisco A.R (2020) teachers' demographic characteristics have been one of the most important considerations for developing an educational system. mentioned that maturity comes with experience. In terms of gender, some researches provided substantial evidence of gender-related performance in personal attributes of teachers. Her study agree that agrees that length of service affects students' academic achievement.

Teachers' variables such as age and teaching experiences has a certain impact on teacher effectiveness. Zafer and Aslihan (2012) found older teachers of age 41 years old and above are more effective in teaching and good in classroom management skills than younger teachers in high school. This view is supported by Aloka and Bojuwoye (2013) who found that younger teachers often end up making riskier decisions, did not analyze the context carefully when dealing with student's disciplinary problems due to the lacked of experience and immaturity compared to the older teachers.

Shah, S R et al (2018) postulated that the experience increased as the age advanced. Age is traditionally an asset to an individual, a most accessible variable, which is added to a person's resume. Moreover, age and experience go hand in hand. Age is an asset, because as the age

advanced the teacher becomes experienced and he knows where to tap the potential of the students and how to make him understand his worth.

Shah, S R et al (2018) study most of the students did not feel gender or age as a barrier in teaching until the teacher is active and interested in teaching and they felt, experience has a positive influence on teaching. But it is observed that the females preferred females as they thought it was easy to interact with them. Many students felt females are compassionate, hardworking sincere enough and have got high pitched voice which is audible.

Putman (2012) demonstrated that the more years of teaching experience a teacher has, the higher level of their self-efficacies to engage students and manage the classrooms. However, Mahfooz ul Haq and Mumtaz Akhtar (2013) and Maolosi (2013) in their separate studies found years of teaching experience can affect teacher effectiveness in engaging students and teaching strategies as they can become less motivated due to many years in the service and fatigue.

Fatma and Tugay (2015), teachers with a minimum of ten years of teaching experience are more effective in teaching and good in classroom management skills.

Zafer and Aslihan (2012) discovered that teachers with more years of teaching experience showed significantly different attitudes toward classroom management like they seem to be more in control of their classrooms, good interactions with students and better in making decisions than teachers with less years of teaching experience.

Stronge's (2010) summary of the relationship between teaching experience and student achievement emphasizes that 1 to 3 years of experience generally has a positive effect, as does teaching experience in the same grade, but research on the relationship between years of experience beyond 3 and student achievement remains inconclusive. However, Jacob's (2012) broad study of Florida elementary student data found that "Upwards of 97% of what makes one

teacher more effective than another is unrelated to factors such as the number of years the teacher has been teaching and the credentials that the teacher has earned".

On Bullying Issues

Kim and Kim (2015) believe it is the most common form of school violence and has been progressively acknowledged as a major social problem.

According to stopbullying.gov (2016), bullying is a type of repeated behavior that is aggressive and unwanted by others. Bullying is a devastating issue that comes in different forms such as verbal bullying, social bullying, physical bullying, and cyberbullying. It affects

all who are involved, including those who are being bullied, and those who commit the actual bullying. Bullying creates effects that are felt by individuals, families, schools, and the society as a whole and may result in the young people feeling of being powerless, intimidated and humiliated by the aggressive deeds of peers.

The teacher plays an important role in the management of classroom bullying (Yoon and Bauman, 2014). Therefore, understanding and fostering teachers' characteristics able to predict successful responses to bullying and victimization is a priority for prevention programs.

The study of Allen, K.P. (2010) concluded that bullying begets bullying and aggression begets aggression. When a child disrupts a class and challenges a teacher, publicly embarrassing or belittling him or her, the teacher may react with anger, hostility, and coercion.

Moreover, Allen, K.P (2010) found out that environments where bullying is more likely to occur, these include harsh and punitive discipline methods, lower- quality classroom instruction, disorganized classroom and school settings, and student social structures characterized by antisocial behaviors.

Flores, J.B. et al (2018) cited the study of Thornberg, (2010) postulated that it seems that now a days it is the new normal to hear about issues dealing with individuals being bullied; and anyone can become affected by this issue. Individuals that are bullied can suffer from depression, low self-esteem, poor academic achievement and involvement, anxiety, mistrust, loneliness, and issues with one's health.

Bullying in schools is a pervasive threat to the well-being and educational success of students. Bullying refers to unwanted aggressive behaviors enacted intentionally over time by an individual or group using some form of power to cause physical and/or psychological harm to another individual or group in a shared social context (Gladden, Vivolo-Kantor, Hamburger, & Lumpkin, 2014; Olweus, 2013).

The study of Hall, W. (2017) concluded that Anti-bullying policies might be effective at reducing bullying if their content is based on evidence and sound theory and if they are implemented with a high level of fidelity.

Compared to non-perpetrators, students who bully have an increased risk of violent and criminal behaviors into adulthood. A meta-analysis of longitudinal studies found that school bullies were 2.5 likely to engage in criminal offending over an 11-year follow-up

period (Ttofi et al., 2011).

It is important that teachers, the key mediators in bullying prevention (Ettekal, Kochenderfer-Ladd, & Ladd, 2015). The study was the lack of bullying prevention and response strategies available to teachers (Ansary, Elias, Greene, & Green, 2015; Gulemetova, Drury, & Bradshaw, 2011; Sherer & Nickerson, 2010). The general purpose of this study was to address the gap in practice by generating an understanding about the growing problem of school bullying.

School bullying is the deliberate and hurtful intimidation or humiliation of peers. It encompasses such harassing behaviors as the belittling of others, name-calling, threats, gossip, and rejection (Bradshaw, Waasdorp, & Johnson, 2015; Honig & Zdunowski-Sjoblom, 2014; Juvonen & Graham, 2014). Bullying can encompass acts of physical violence as well as indirect and negative forms of verbal cruelty. Researchers have paid particular attention to the negative effect of bullying on school climate and adolescents' physical and mental health (Seeley, Tombari, Bennett, & Dunkle, 2011).

Understanding school bullying from the perspectives of teachers helped to generate information important to the development and implementation of PD in bullying prevention and response strategies. The review of the literature also highlighted the need for research on teachers' perspectives of school bullying, PD, and their ability to handle and respond to bullying incidents when they occur, Parson, D.S. (2015).

Multiple genres of bullying come a multitude of reasons behind bullying. Students have reported that they were bullied due to "how they acted, what they said, who their friends were, and their size" Thornberg, (2010). According to Thornberg (2010), teacher favoritism along with academic and social success and shortcomings play a significant role in the totality of bullying. The idea that bullies often act out due to an aggressive and impulsive nature, a strong need to maintain power over others, and a family life full of aggression and/or neglectful parenting are some other central issues in the reasoning for bullying tendencies.

Teachers are in a unique position of social influence. They can be important socializing agents in a child's life, and they have the power to influence peer processes that may lead to or maintain bullying behaviors (Bierman, 2011). Their position allows them to understand how a child's social, behavioral, and academic competencies compare with those of the peers in a

classroom (Farmer et al., 2011). They can use such information to determine which students are experiencing social risk, and then use their unique position to influence to peer processes. For example, teachers can strategically group and seat pro-social students with victims, or use information about a child's strengths to challenge negative attitudes of peers.

Elementary school students are also not completely autonomous and rely on teachers for support; thus, while seeking teacher support for peer difficulties might be accepted in elementary school, it might signal a weakness for adolescents and be associated with more harmful consequences and retribution in middle and high school (Troop-Gordon & Kopp, 2011).

Gregus and Cavell (2017) reviewed available research and theory on school bullying, peer victimization, and teachers' roles in promoting positive peer relations in an effort to develop a heuristic framework to guide teachers in their support of children who are chronically bullied or at risk of being chronically bullied. Gregus and Cavell drew from research that has examined a) various processes that maintain or contribute to peer victimization and bullying, b) teacher characteristics and behaviors that have been linked to rates of peer victimization or bullying (within and outside of a formal prevention program) and c) potential strategies by which teachers can alter peer dynamics that influence children's risk for victimization and other peer-related difficulties.

Parson, D.S cited (M. Giddens, personal communication, April 2014) School bullying, especially cyberbullying, has increased in the local school system within the last 3 years. Social media and technology have become conduits for bullying in the school district through texting, Facebook, Twitter, and Vine. Social media, cyberbullying, and traditional bullying often cause the loss of valuable classroom instruction, resulting in a decrease in academic accountability.

Teachers have received little preparation to deal with bullying (Kennedy, Russom, & Kevorkian, 2012). Identifying bullying incidents and being able to handle them appropriately are vital to reducing bullying; however, novice and veteran teachers have expressed feeling uncomfortable when intervening in bullying incidents (Ihnat & Smith 2013). Ihnat and Smith (2013) suggested that workshops on bullying could be advantageous to preservice teachers. They concluded that with the increased number of requests for teachers to address school bullying, PD in bullying prevention and intervention strategies should be a required part of the

preservice curriculum.

Bauman (2010) noted that students who have access to technology are likely to engage in cyberbullying. Furthermore, Bauman's research resulted in a better understanding of cyberbullying. Students in Bauman's study reported spending more time on the Internet during school hours, an indication that home Internet access was not prevalent among students who were cyberbullies.

Jose, et al (2011) explored the correlation between bullying and victimhood in terms of traditional social relationships, together with the context of cyber communication. The results indicated that bullying and victimhood were related in face-to-face and cyber-based exchanges.

Bullying is still a common problem in primary and secondary schools, Cosma & Hancock, (2010); Organization for Economic Co-operation and Development, (2017). Van, M. (2014) cite (Olweus,1993) School bullying is often defined as intentionally harmful behavior from one student toward another, includes an imbalance of power between the bully and the victim and happens repetitively. The decline in bullying behavior in schools is most probably related to the development of anti-bullying programs and policies and their increased implementation in practice (Evans, et al 2014).

According to Omoteso (2010) studies have shown that those involved in prolonged and serious bullying of others experience wide range of mental health, academic and social problems. He also pointed out that studies point to the connection between bullying and sexual harassment and violence in later years.

Bullying can make kids don't want to play outside and go to school. It makes the child think that school is one of the scary places to go to. School bullying affects the relationship between the bullied and his or her parents or guardians. The relationship between a parent and the child who is being bullied may be strained because of the child's hostility towards school. For instance, a child may blame his or her parents for forcing him to go to that school (Laneaux,2010).

Fuente de la (2023) Among the PISA-participating countries, the information reported by students reveals that the Philippines has the highest incidence of bullying, with 65% of students reporting that they were bullied at least a few times a month, compared to 23% on

average across OECD countries. 29% of students reported skipping a day of school, and 61% of students had arrived late for school.

Research Methodology

The researcher employed the Descriptive-quantitative method in this study. Descriptive research functioned to describe the participants of research. In this study, descriptive research was specifically applied in the discussion of the profile of the respondent in terms of gender, age, highest educational attainment, teaching position and number of years in service.

On the other hand, the Correlational method established and analyzed the significant relationship between two or more major research variables. In this study, the Correlational method was implemented to analyze the significant difference on the teachers' competence in the context of knowledge -based competencies and questions, skills-based competencies and questions, skills to assess and respond to bullying, skills to support the victim, and skills to seek for additional help.

The study was conducted at the heart of the municipality, Don Carlos Central Elementary School, District of Don Carlos I to the teachers from kindergarten to grade 6, SPED and ALS. Don Carlos is located in the Southern part of Bukidnon.

The community common dialect is Visayan. Bilingualism is used in this area. It's widely spoken, many people spoke an extra dialect or two. Many were good in Filipino and English being the medium of school instructions and business communications.

The respondents of the study were the public elementary school teachers in Don Carlos Central District 1, Bukidnon. There were 82 teachers comprising Kindergarten, Grade 1-6, Special Education Department and ALS as the participants of the survey on the school year 2023-2024. They were evaluated on the demographic profile in the context of gender, age, highest educational attainment, teaching position and length of service.

Sampling Procedure

Complete enumeration of the respondent was used in the study.

The research instrument was composed of two parts. Part I dealt with personal profile of the teachers. Part II are the knowledge-based competencies and questions, skill – based competencies and questions, skills to assess and respond to bullying, skills to support the victim, and skills to seek additional help.

The instrument to be used was adopted from the study of Gregus, S. (2017) “Developing a Competency-Based Framework to Guide Elementary School Teachers' Efforts in Helping Bullied Children”. It was reviewed by the thesis committee before launching.

It included alternative questions in part 1 where the respondent had to choose only from the alternative levels using the 5 - point scale ranging from 5 – Very High, 4 High, 3 – Moderate, 2 – Low, 1- Very Low on the Anti-Bullying. The respondents checked the appropriate column that best suit to their answer in every item shown in the questionnaire. The part I of the questionnaire was made up to 5 questions on the teachers’ profile. Part II of the instrument were 22 items comprising the 5 teachers’ competencies about bullying in the context of knowledge - based competencies and questions, skill – based competencies and questions, skills to assess and respond to bullying, skills to support the victim, and skills to seek additional help.

The data was analyzed using frequency and percentage.

Mean and percentage was employed on the teacher’s response on teacher’s competence on bullying in the context of knowledge-based competencies and questions, skill – based competencies and questions, skills to assess and respond to bullying, skills to support the victim, and skills to seek additional help.

ANOVA was utilized on significant difference in the teachers’ competencies on bullying when group according to teachers’ profile.

FINDINGS

This chapter presents the presentation, analysis, and interpretation of the data gathered from the teachers of Don Carlos Central Elementary School, Don Carlos I District, Bukidnon. The presentation provides information on the teachers’ profile, teachers’ competence in dealing with bullying in the context of knowledge-based competencies and questions; skill-based competencies and questions; skills to assess and respond to bullying; skills to support the victim; and skills to seek additional help.

Table 1 represents the distribution of respondents by grade level.

Table 1: Distribution of Respondents by Grade Level.

No.	Grade Level	No. Of Respondents
1	Kindergarten	7
2	Grade 1	11
3	Grade 2	11
4	Grade 3	11

5	Grade 4	11
6	Grade 5	12
7	Grade 6	11
8	SPED	6
9	ALS	2
	Total	82

Table 2 presents the demographic profile of teachers categorized by gender.

Table 2: Teacher’s demographic profile in terms of gender.

Gender	f	%
Male	4	5
Female	78	95
Total	82	100.0

Of the total of 82 teachers, few were males or 5%. The majority or 95 % of teachers were female.

Table 3 shows the teacher’s demographic profile in terms of gender.

Table 3: Teacher’s demographic profile in terms of gender.

Age	f	%
25 Years Old and Below	0	0
26 – 30 Years Old	5	6
31 – 35 Years Old	8	10
36 – 40 Years Old	23	28
41 – 45 Years Old	20	24
46 – 50 Years Old	9	11
51 – 55 Years Old	11	13
56 Years Old and Above	6	7
Total	82	100.0

Table 3 shows the demographic composition of teachers categorized by age. None were reported to be 25 years old or below. The most prominent age group among the surveyed teachers falls within the range of 36 to 40 years old with 28%. Notably, within this range, the second largest subgroup 20 (24%) are teachers aged between 41- 45 yrs. old.

Table 4 reveals the educational achievements of teachers, providing insights into their highest attained qualifications.

Table 4: Teacher's demographic profile in terms of highest educational attainment.

Highest Educational Attainment	f	%
BEE/BSEE Graduate	17	21
MA Units	32	39
MA Graduate	30	37
Doctoral Units	3	4
Doctoral Graduate	0	0
Total	82	100

The most prevalent category is teachers with Master's units ($f = 32$ or 39%), followed closely by those who have attained a Master's degree ($f = 30$ or 37%). Notably, there is also a significant presence of teachers who are graduates of Bachelor of Elementary Education (BEE) or Bachelor of Secondary Education (BSEE) programs ($f = 17$ or 21%). A small portion has completed doctoral units ($f = 3$ or 4%).

Table 5 presents the distribution of teachers based on their teaching positions.

Table 5: Teacher's demographic profile in terms of teaching position.

Teaching Position	f	%
Teacher I	39	48
Teacher II	9	11
Teacher III	24	29
Master Teacher I	6	7
Master Teacher II	4	5
Total	82	100.0

About 48 percent or 39 teachers hold the Teacher I position. Following Teacher I is Teacher III position with a total of 24 teachers or 29 percent holding this rank. A total of 9 teachers or 11 percent holds the Teacher II position as the least represented category in Teacher I to Teacher III positions. Respectively, 6 teachers are Master Teacher I accounting to 7 percent and 4 teachers are Master Teacher II positions accounting to 5 percent represents smaller proportions of the surveyed teachers.

Table 6 shows the distribution of teachers based on their length of service, providing insight into the tenure of educators within the surveyed population.

Table 6: Teacher's demographic profile in terms of length of service.

Length of Service	f	%
5 Years and Below	5	6
6 – 10 Years	21	26
11 – 15 Years	15	18
16 – 20 Years	12	15

21 – 25 Years	11	13
26 Years and Above	18	22
Total	82	100

Among the 82 teachers, a notable portion have served between 6 to 10 years ($f = 21$ or 26%). Interestingly, there is 22% of the respondents with a tenure exceeding 26 years. Additionally, there is a significant presence of teachers who have served between 11 to 15 years ($f = 15$ or 18%).

Table 7 shows the teacher's competence in dealing with bullying in the context of knowledge-based competencies and questions.

Table 7: Teacher's competence in dealing with bullying in the context of knowledge-based competencies and questions.

	Indicator	Mean	SD	Interpretation
	1. Knows that teachers can influence peer group processes as a way to reduce bullying and peer victimization	4.58	0.589	Very High
	2. Knows that bullying can be harmful and has been linked to academic, social, physical, and mental health problems	4.54	0.653	Very High
	3. Knows how to define bullying	4.53	0.550	Very High
	4. Knows that bullying usually occurs in peer groups that involve both bullies and bystanders	4.51	0.654	Very High
	5. Knows about the different forms of bullying (e.g., physical, verbal, relational, cyber)	4.48	0.635	Very High
	6. Knows that bullying is more likely to occur in less structured settings such as the playground, lunchroom, and hallways	4.47	0.726	Very High
	7. Knows that many learners experience peer victimization at some point, but that only a few are chronically bullied	4.28	0.693	Very High
	Overall	4.49	0.532	Very High
Scale	Range			Qualitative Description
5	4.20 - 5.00			Very High
4	3.40 - 4.19			High
3	2.60 - 3.39			Moderate
2	1.80 - 2.59			Low
1	1.00 - 1.79			Very Low

The table shows that the indicators of teachers' knowledge-based competencies regarding dealing with bullying all have very high means, indicating a strong level of competence among the surveyed teachers in these areas. The indicator with the highest mean score is "Knows that teachers can influence peer group processes as a way to reduce bullying and peer victimization" (Mean = 4.58, SD = 0.589), suggesting that teachers possess a robust

understanding of their role in mitigating bullying through peer group dynamics. Conversely, the indicator with the lowest mean score is "Knows that many learners experience peer victimization at some point, but that only a few are chronically bullied" (Mean = 4.28, SD = 0.693), although still falling within the very high category. Despite being the lowest mean, this indicator's score remains substantially high, indicating a strong awareness among teachers regarding the prevalence and chronicity of peer victimization.

Generally, the teacher's competence in dealing with bullying in the context of knowledge-based competencies and questions was very high (Mean = 4.49, SD = 0.532).

Table 8: Teacher's competence in dealing with bullying in the context of skill-based competencies and questions.

	Indicator	Mean	SD	Interpretation
	Provides an emotionally supportive classroom environment	4.58	0.589	Very High
	Establishes and enforces clear rules designed to prevent bullying and promote pro-social behaviors	4.56	0.632	Very High
	Models and conveys clear anti-bullying attitudes	4.51	0.654	Very High
	Closely supervises school settings in which bullying is likely to occur	4.44	0.671	Very High
	Overall	4.52	0.566	Very High
Scale	Range	Qualitative Description		
5	4.20 - 5.00	Very High		
4	3.40 - 4.19	High		
3	2.60 - 3.39	Moderate		
2	1.80 - 2.59	Low		
1	1.00 - 1.79	Very Low		

The indicator with the highest mean score is "Provides an emotionally supportive classroom environment" (Mean = 4.58, SD = 0.589), indicating that teachers excel in creating a nurturing atmosphere conducive to students' emotional well-being. Close behind is "Establishes and enforces clear rules designed to prevent bullying and promote pro-social behaviors" (Mean = 4.56, SD = 0.632), emphasizing the importance of clear guidelines in fostering positive social interactions and deterring bullying behaviors. On the other hand, the indicator with the lowest mean score is "Closely supervises school settings in which bullying is likely to occur" (Mean = 4.44, SD = 0.671), although it still falls within the very high category. This result suggests that while teachers are adept at creating supportive environments and implementing preventive measures, there may be slight room for improvement in terms of active supervision to address bullying instances effectively. these

results reflect positively on teachers' competencies in dealing with bullying and underscore the significance of continued support and training to further enhance their effectiveness in addressing this critical issue within educational settings.

Overall, the teacher's competence in dealing with bullying in the context of skill-based competencies and questions was very high (Mean = 4.52, SD = 0.566). This result is supported by De Luca, L. et al (2019) stated that the teacher's competence regarding bullying was associated with the level of bullying through its effect on the teacher's intervention. If the teachers feel competent about bullying, they intervene more frequently with positive strategies and this is consequently associated with a decrease in class bullying.

Table 9: Teacher's competence in dealing with bullying in the context of skills to assess and respond to bullying.

Indicator	Mean	SD	Interpretation
1. Separates bullies and victims using seating arrangements and other accommodations	4.43	0.631	Very High
2. Encourages and coaches learners to defend victims of bullying	4.36	0.730	Very High
3. Regularly assesses learner's involvement in bullying and peer victimization as a way to identify learners who are at risk for chronic victimization	4.32	0.704	Very High
4. Distinguishes bullying incidents from other types of learner misbehavior	4.21	0.832	Very High
Overall	4.33	0.646	Very High

Scale	Range	Qualitative Description
5	4.20 - 5.00	Very High
4	3.40 - 4.19	High
3	2.60 - 3.39	Moderate
2	1.80 - 2.59	Low
1	1.00 - 1.79	Very Low

Table 9 presents the level of competence in dealing with bullying within the context of skills to assess and respond to such incidents. All indicators present notably high mean scores, indicating strong proficiency in these areas. The indicator with the highest mean score is "Separates bullies and victims using seating arrangements and other accommodations" (Mean = 4.43, SD = 0.631), suggesting that teachers excel in implementing strategies to mitigate bullying by physically separating perpetrators and victims within the classroom environment. Following closely is "Encourages and coaches learners to defend victims of bullying" (Mean = 4.36, SD = 0.730), emphasizing teachers' effectiveness in fostering a culture of empathy

and peer support among students. However, the indicator with the lowest mean score is "Distinguishes bullying incidents from other types of learner misbehavior" (Mean = 4.21, SD = 0.832), although it remains within the very high category. This result indicates that while teachers possess a strong ability to differentiate bullying from other forms of misbehavior, there may be some room for improvement in this specific skill area.

Overall, the teacher's competence in dealing bullying in the context of skills to assess and respond to bullying was very high (Mean = 4.33, SD = 0.646). These results reflect positively on teachers' competencies in dealing with bullying, yet also underscore the significance of ongoing support and training to continually enhance their effectiveness in addressing this critical issue within educational contexts. According to Seidel and Oertel (2017), Teacher's responses to bullying vary considerably, including different strategies focused on the victim, the bullies, or the group.

Table 10 presents the data that measure the teacher's competence in dealing with bullying in terms of skills to support the victim. It features five items of which means, the standard deviation is also shown in understanding the particular teachers' competence.

Table 10: Teacher's competence in dealing bullying in the context of skills to support the victim.

	Indicator	Mean	SD	Interpretation
	1.Involves parents as needed to protect and support victims	4.57	0.569	Very High
	2.Uses classroom structures and activities to promote peer acceptance of learners who are socially isolated, rejected, and at risk for being bullied	4.47	0.593	Very High
	3.Engages in positive and observable interactions with learners who are socially isolated, rejected, and at risk for being bullied as a way to counter peers' negative attitudes	4.44	0.612	Very High
	4.Teaches victims more adaptive ways to interact with peers and cope with bullying	4.43	0.569	Very High
	5.Provides learners who are chronically bullied or at risk for being chronically bullied with a consistently positive and supportive teacher-learner relationship	4.43	0.688	Very High
	Overall	4.47	0.511	Very High
Scale	Range	Qualitative Description		
5	4.20 - 5.00	Very High		
4	3.40 - 4.19	High		
3	2.60 - 3.39	Moderate		
2	1.80 - 2.59	Low		

1	1.00 - 1.79	Very Low		
---	-------------	----------	--	--

Table 10 shows that teachers exhibit a very high level of competence in dealing with bullying in the context of skills to support the victim, as reflected by consistently high mean scores across all indicators. The indicator with the highest mean score is "Involves parents as needed to protect and support victims" (Mean = 4.57, SD = 0.569), indicating that teachers excel in fostering collaboration between school and home environments to provide comprehensive support for victims of bullying. Following closely are indicators such as "Uses classroom structures and activities to promote peer acceptance of learners who are socially isolated, rejected, and at-risk for being bullied" (Mean = 4.47, SD = 0.593) and "Engages in positive and observable interactions with learners who are socially isolated, rejected, and at-risk for being bullied as a way to counter peers' negative attitudes" (Mean = 4.44, SD = 0.612), highlighting teachers' effectiveness in creating inclusive classroom environments that foster peer acceptance and support for vulnerable students.

Overall, the teacher's competence in dealing with bullying in the context of skills to support the victim was very high (Mean = 4.47, SD = 0.511). The Nyawo, S.S and Govender, S. (2022) research findings indicated that teachers can strongly support the bully by trying to minimize bullying behavior in schools using different strategies including reporting procedures, discipline, advocacy, and supervision of learners. In addition, Colpin,H. and Menesini,E. (2021) discussed how teachers can help the victim, they are agents of socialization and key adults in the classroom, they have the potential to play a crucial role in bullying prevention and intervention, and they are responsible for the instructional and emotional class climate, as well as students expect them to intervene and help them solve their problems.

Table 11: Teacher's competence in dealing with bullying in the context of skills to seek additional help.

	Indicator	Mean	SD	Interpretation
	1. Refers to chronically bullied learners for further evaluation and intervention as needed	4.32	0.686	Very High
	2. Recognizes the need for and seeks out additional training, consultation, and support as needed	4.27	0.725	Very High
	Overall	4.30	0.660	Very High
Scale	Range	Qualitative Description		
5	4.20 - 5.00	Very High		
4	3.40 - 4.19	High		

3	2.60 - 3.39	Moderate		
2	1.80 - 2.59	Low		
1	1.00 - 1.79	Very Low		

In Table 11, teachers' competencies in seeking additional help regarding bullying situations are demonstrated with consistently high mean scores across the indicators. The indicator with the highest mean score is "Refers chronically bullied learners for further evaluation and intervention as needed" (Mean = 4.32, SD = 0.686), suggesting that teachers exhibit a strong propensity to identify and refer persistently bullied students for appropriate assistance and intervention. Following closely is "Recognizes the need for and seeks out additional training, consultation, and support as needed" (Mean = 4.27, SD = 0.725), highlighting teachers' awareness of their own limitations and their proactive approach to seeking further training and support to address bullying effectively.

In general, the teacher's competence in dealing bullying in the context of skills to seek additional help was very high (Mean = 4.30, SD = 0.660). These results reflect positively on teachers' competencies in seeking additional help when dealing with bullying incidents and underscore the importance of continued support and training to maintain and further enhance their effectiveness in addressing this critical issue within educational contexts. De Luca, L. et al (2019) emphasized that teachers can monitor bullying incidents, they might intervene in support of the victim or the bully, and/or they can discuss the relevance of a positive class climate with the group. Students expect teachers to actively intervene when bullying occurs.

Table 12 presents the evaluation of significant differences in the teachers' competence in dealing with bullying cases when grouped according to profile. Features of the teacher's profile include gender, age, highest educational attainment, teaching position, and number of years in service. The level of significance is at a p-value of 0.05.

Table 12: Test of significant differences in the teachers' competence in dealing with bullying when grouped according to teachers' demographic profile in terms of gender, age, highest educational attainment, teaching position, and number of years in service.

Variable	SS between	SS within	MS between	MS within	F/t	P – value
Gender					.491	.624
Age	1.936	16.021	.323	.217	1.491	.193
Highest Educational Attainment	.232	17.726	.077	.230	.336	.800
Teaching Position	.585	17.373	.146	.229	.640	.636
Length of Service	.947	17.011	.189	.227	.835	.529

Table 12 shows the results of a test of significant difference on teachers' competence in

dealing with bullying when grouped according to various demographic profiles, including gender, age, highest educational attainment, teaching position, and number of years in service. The table provides information on the sum of squares (SS) between groups, sum of squares within groups, mean squares (MS) between groups, mean squares within groups, the F-ratio (F/t), and the corresponding p-values for each demographic variable.

For the gender variable ($F = 0.491$, $p\text{-value} = 0.624$), indicating that there is no significant difference in teachers' competence in dealing with bullying based on gender. Similarly, for age, highest educational attainment, teaching position, and length of service, the F-values are 1.491, 0.336, 0.640, and 0.835 respectively, with corresponding p-values of 0.193, 0.800, 0.636, and 0.529. These p-values are all above the conventional significance threshold of 0.05, indicating that there are no significant differences in teachers' competence in dealing with bullying across different age groups, levels of educational attainment, teaching positions, and lengths of service.

Overall, the results suggest that there are no statistically significant differences in teachers' competence in dealing with bullying when considering various demographic factors such as gender, age, educational attainment, teaching position, and length of service. Therefore, we fail to reject the null hypothesis which states that there is no significant difference in the teachers' competence on dealing with bullying when grouped according to teachers' demographic profile in terms of gender, age, highest educational attainment, teaching position, and number of years in service. This implies that teachers' abilities in addressing bullying behaviors are generally consistent across different demographic profiles within the surveyed population.

The insights gained from the findings are the teachers' competence and their belief in their ability to perform specific tasks related to managing bullying situations, preventing and intervening in school bullying, and confidence managing bullying situations. However, the connection between teacher certainty and specific intervention strategies goes together.

CONCLUSIONS AND RECOMMENDATIONS

This study investigated the teacher's profile and the teacher's competence in dealing with bullying cases. To the teachers of Don Carlos Central Elementary School during the school year 2023-2024. A total of 82 teachers from K-6, ALS and SPED teachers.

The descriptive-quantitative method of research was utilized in treating the data to answer

the specific problems on the teacher's profile and the teacher's competence in responding bullying at school.

It also revealed the educational achievements of teachers, providing insights into their highest attained qualifications. The most prevalent category are teachers with Master's units followed closely by those who have attained a Master's degree while there was a small portion who had completed doctoral units.

Consequently, among the 82 teachers, a big portion have served between 6 to 10 years, whereas there are only a few of the respondents with a tenure not exceeding 5 years.

Moreover, nearly half of the respondents are in teacher 1 positions while Master Teacher I and Master Teacher II positions represent smaller proportions of the surveyed teachers.

Eventually, a teacher's competence in dealing with bullying in the context of Knowledge - Based Competencies & Questions is relatively highly competent on the statement "Knows that teachers can influence peer group processes as a way to reduce bullying and peer victimization"; On the skill-based competencies and questions, the statement scored very high is "Provides an emotionally supportive classroom environment"; The teachers' competence in terms of skills to assess and respond to bullying, the highest is the statement "Separates bullies and victims using seating arrangements and other"; The Skills to Support the Victim, accommodations"; Finally, the teachers' competence in terms of Skills to Seek Additional Help, the highest score is about the statement "Involve parents as needed to protect and support victims".

The study made known that there was no significant difference in the teachers' competence when grouped according to the teacher's profile.

CONCLUSIONS

By at large, the majority of the respondents are female. The biggest group in terms of age is those who belong to the age bracket 36-40. In addition, most of the group has units in master's degree and typically rendered 6- 10 years in the service.

Specifically, the teachers' competence in handling bullying is equally described as "Very High" in the context of Knowledge-Based Competencies & Questions, Skill - Based Competencies & Questions, Skills to Assess and Respond to Bullying, Skills to Support the Victim, Skills to Seek Additional Help

Generally, there was no significant difference in the teachers' competence when grouped

according to teachers' profile. Therefore the null hypothesis that stated there is no significant difference in the teachers' competence in dealing bullying when grouped according to teachers' profile is accepted.

Recommendation

The school principal or school head may encourage teachers regardless of profile to pursue post-graduate-studies and attend seminar workshops to widen their understanding and improve their competence in responding bullying cases in the classroom or in the school campus. Thus, improve the teachers' actualization in assessing the victim and the bully, and to integrate to other learning areas the socialization skills of the learners that may eliminate bullying.

How parents intervene to help is very important. Parents have to help their children to be positive role models by being compassionate with their peers and help build self-confidence by speaking up when others are bullied. Parents and teachers should also be consonant on what steps the school will take to address the bullying issue. Collective efforts made by teachers, parents and members of the community should effectively deal school bullying. Principals and school administrators should support teachers in implementing strategies that can ensure secure protection for learners and create a compassionate atmosphere at school.

REFERENCES

1. Abarro, J (2018). Factors Affecting the Performance of Public School Teachers in the Division of Antipolo City, Philippines.
2. Allen, K P (2010) "Classroom Management, Bullying, and Teacher Practices"
3. Aloka and Bojuwoye (2013)" Gender, Age and Teaching Experiences Differences in Decision-Making Behaviors of Members of Selected Kenyan Secondary School Disciplinary Panels
4. Anderson,S. et al (2008) "Bullying Prevention in the Elementary Classroom Using Social Skills".
5. Ansary, N. et al (2015). Guidance for Schools Selecting Anti Bullying Approaches: Translating Evidence-Based Strategies to Contemporary Implementation Realities. Educational Researcher.
6. Bauman, S. (2010). Cyberbullying in a rural intermediate school: An exploratory study. Journal of Early Adolescence
7. Bierman, K.L. (2011). The promise and potential of studying the "invisible hand" of

- teacher influence on peer relations and student outcomes: A commentary. *Journal of Applied Developmental Psychology*.
8. Bradshaw, C. P. (2015). Translating research to practice in bullying prevention.
 9. American Psychological Association.
 10. Campaert et al., (2017) “The efficacy of teachers’ responses to incidents of bullying and victimization: the mediational role of moral disengagement for bullying. *Aggressive Behavior*”.
 11. Colpin,H. and Menesini,E. (2021) “Teachers’ Responses to Bullying: Unravelling their Consequences and Antecedents. Introduction to the Special Issue”.
 12. Cosma A., Hancock J. (2010). *Bullying Victimization. Trends*
 13. De Luca, L. et al (2019) “The Teacher’s Role in Preventing Bullying”.
 14. Ettekal, I., Kochenderfer-Ladd, B., & Ladd, G. W. (2015). A synthesis of person- and relational-level factors that influence bullying and by standing: Toward an integrative framework.
 15. Evans C. B.,et al (2014). The effectiveness of school-based bullying prevention programs: A systematic review. *Aggression and Violent Behavior* Farmer, T. W. et al (2011). Revealing the invisible hand: The role of teachers in children's peer experiences. *Journal of Applied Developmental Psychology*
 16. Fatma S et al (2015) “An evaluation of Classroom Management Skills of Teachers at High Schools”.
 17. Flores, J.B. et al (2018) “Assessment of Bullying Incidence Among Grade IV Pupils’ of Koronadal Central Elementary School-1: Basis for the development of anti-bullying program.”
 18. Francisco A.R (2020) “Teachers’ Personal and Professional Demographic Characteristics as Predictors of Students’ Academic Performance in English”.
 19. Frey, N., et.al. (2008). “The Under-Appreciated Role of Humiliation in the Middle School”. In R.B. Evers (Ed.), *Annual editions: Education*
 20. Fuente de la (2023) “Bullying and School-Related Gender-Based Violence in the Philippines.”
 21. Gladden, R. M.,et al (2017) *Bullying surveillance among youths: Uniform definitions for public health and recommended data elements, Version*
 - 1.0. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, and U.S. Department of Education.
 22. Govender, S., et al (2022) “Intervention Strategies Used by Teachers to Reduce Bullying

- Behavior Amongst Learners”.
23. GOVPH Department of Education (2018) Statement on Prevention of Bullying in Public and Private Schools.
 24. Graham, S. (2010). What educators need to know about bullying behavior.
 25. Retrieved from https://www.hazelden.org/web/public/bullying_prevention.page
 26. Gregus, S. (2017) “Developing a Competency-Based Framework to Guide Elementary School Teachers' Efforts in Helping Bullied Children”. University of Arkansas, Fayetteville “.
 27. Gulemetova, M., et al (2011). National Education Association bullying study. Colleagues
 28. Haataja, A., et al (2016). Implementing the kiva antibullying program: recognition of stable victims. *J. Educ. Psychol.*
 29. Hall, W. (2017) *The Effectiveness of Policy Interventions for School Bullying: A Systematic Review*
 30. Hargrove, K. (2010). Stop school bullying: A tale of two girls. *Gift Child Today* Honig, A. S., & Zdunowski-Sjoblom, N. (2014). Bullied children: Parent and school supports. *Early Child Development and Care*
 31. school supports. *Early Child Development and Care*
 32. Ihnat, L., & Smith, D. (2013). Solutions for bullying: Intervention training for pre-service teachers. *Journal of Teaching and Learning.*
 33. Irvine, J. (2018) “Relationship Between Teaching Experience and Teacher Effectiveness: Implications for policy decisions”.
 34. Jacob, A. (2012). Examining the relationship between student achievement and observable teacher characteristics: Implications for school leaders. *International Journal of Educational Leadership Practices.*
 35. Jef Menguin (2022). “ Stop Bullying in the Philippines: An Epic Guide for Parents, Teachers, Students, and Netizens (2023)
 36. *Bullying Laws: Understanding Legal Protection.*
 37. Jose, P. E. et al (2011). The joint development of traditional bullying and victimization with cyber bullying and victimization in adolescence. *Journal of Research on Adolescence*
 38. Juvonen, J., & Graham, S. (2014). Bullying in schools: The poser of bullies and the plight of victims. *Annual Review of Psychology*
 39. Kennedy, T. D., Russom, A. G., & Kevorkian, M. M. (2012). Teacher and Administrator Perceptions of Bullying in Schools. *International Journal of Education Policy &*

- Leadership.
40. Kim and Kim (2015). Bullying.
 41. King Rice, J. (2010). "The impact of teacher experience: Examining the Evidence and Policy Implications".
 42. Lanearux, B. (2010). The Effects of Bullying in Elementary Schools.
 43. Mahfooz ul Haq and Mumtaz Akhtar (2013) Do school level and years of teaching experience really matter? An investigation of Pakistani teachers' self- efficacy beliefs
 44. Miranda, P. (2020) Policy Brief Series - Implications of Multidisciplinary Research on the Physical Education Curriculum and the Development of Fitness Equipment in the Context of a Prolonged Pandemic Technical Report Moalosi, Waitshoga Tefo Smitta. (2013). Teachers' Self Efficacy: Is Reporting
 45. Non-Significant Results Essential? Journal of International Education Research
 46. Nyagah, G. et al (2017). Influence of teacher characteristics on the implementation of non-formal basic education curriculum at the non-formal education centres in Nairobi, Mombasa and Kisumu Cities, Kenya. International Journal of Education and Research
 47. Olweus, D. (2013). School Bullying: Development and some Important Challenges. Annual Review of Clinical Psychology.
 48. Omoteso, B, A. (2010). Bullying behavior, its adolescent factor and psychological effects among secondary school students in Nigeria. The journal of international social research.
 49. Parson, D.S. (2015). "School Bullying and Teacher Professional Development".
 50. Putman, S.M. (2012). Investigating teacher efficacy: Comparing pre-service and in-service teachers with different levels of experience. Action in Teacher Education
 51. Rigby, K. (2014). How teachers address cases of bullying in schools: a comparison of five reactive approaches. Educ. Psychol. Pract.
 52. Seeley, K., Tombari, M. L., Bennett, L. J., & Dunkle, J. B. (2011). Bullying in schools: An overview.
 53. Seidel, A., and Oertel, L. (2017). "A Categorization Intervention Forms and Goals".
 54. Shah, S.R et.al (2018) "Influence of Gender and Age of Teachers on Teaching: Students Perspective".
 55. Sherer, Y. C. et al (2010). Anti-bullying practices in American schools: Perspectives of school psychologists. Psychology in the Schools
 56. Smith, P. K., et al (2004). Bullying in schools: How successful can interventions be? Cambridge, UK: Cambridge University Press.
 57. stopbullying.gov (2016) "2016 Federal Bullying Prevention Summit Explores Themes of

- Tolerance and Inclusion”.
58. Swearer, S. M. et al (2010). What can be done about school bullying?
 59. Tašner, V. et al (2017) “Gender in the Teaching Profession: University Students’ Views of Teaching as a Career”.
 60. Thornberg, R. (2010). Schoolchildren’s social representation on bullying causes.
 61. Psychology in the Schools.
 62. Troop-Gordon, W. et al (2015). Teacher-child relationship quality and children’s peer victimization and aggressive behavior in late childhood. *Social Development*
 63. Ttofi, M. M., et al (2011). Do victims of school bullies tend to become depressed later in life? A systematic review and meta-analysis of longitudinal studies. *Journal of Aggression, Conflict, and Peace Research*.
 64. UNICEF Philippines (2019) “Online Bullying remains Prevalent in the Philippines, other Countries”.
 65. Van, M. (2014) “Teachers’ Experiences With Difficult Bullying Situations in the School: An Explorative Study”.
 66. Wachs, S., et al (2019). Bullying intervention in schools: a multilevel analysis of teachers’ success in handling bullying from the students’ perspective.
 67. J. Early Adolesc.
 68. Waters, S. et al (2017) “An Investigation of Middle School Teachers’ Perceptions on Bullying”.
 69. Yoon and Bauman (2014) Teachers: a Critical but Overlooked Component of Bullying Prevention and Intervention.
 70. Yzedin Hajdaraj (2017) “Teachers' Knowledge of Bullying and Their Anti-Bullying Attitude”.
 71. Zafer Ü. Et al (2012). The impact of years of teaching experience on the classroom management approaches of elementary school teachers. *International Journal of Instruction*.